AdvancED™

ASSIST™ Technical Guide for Kentucky Schools and Districts

Completing and Submitting School and District Improvement Plans

About This Guide

This guide has been developed specifically for Kentucky schools and districts. It provides an overview of the AdvancED® Adaptive System of School Improvement Support Tools (ASSIST™) and step-by-step instructions for building and submitting Comprehensive School and District Improvement Plans in ASSIST.

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Accessing ASSIST

To directly access ASSIST, visit
www.advanc-ed.org/kde and select **Log In** or also
navigate directly to the login page at
www.advanc-ed.org/assist.

Enter your email address and password.
NOTE: This is the same email address and
password used to access other AdvancED online
systems.

To create a new account, please contact your
state department administrator (Ginger
Kinnard-ginger.kinnard@education.ky.gov) to
have a user account created and user
permissions assigned.

If you don't remember your password,
select the **Send New Password** link and
enter your email address.
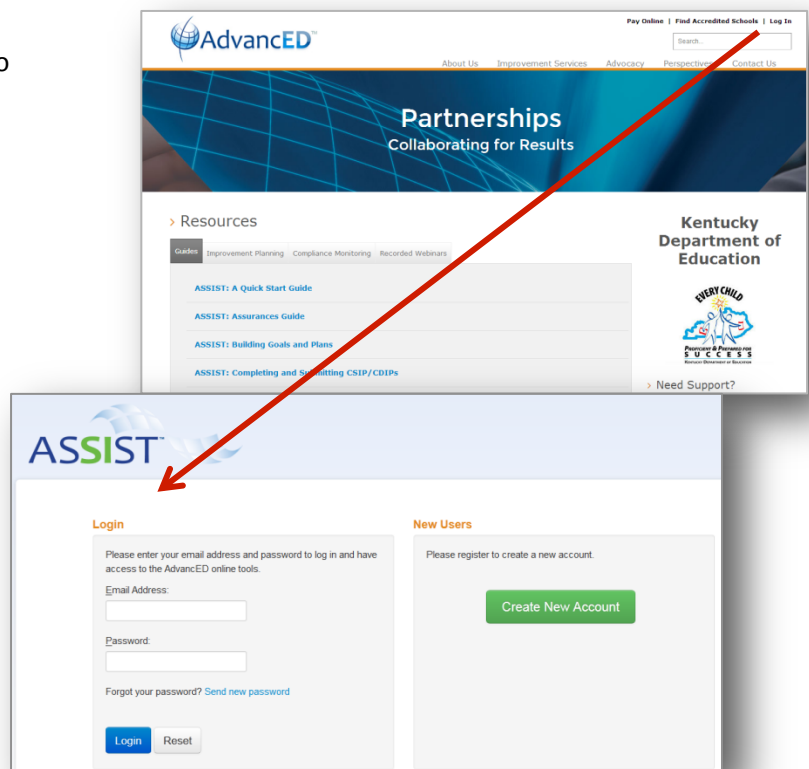
Getting Started

After the public release of accountability data, an ASSIST task will be assigned to all A-1 public schools and all 173
districts in Kentucky for the submission of a Comprehensive School Improvement Plan (CSIP)/ Comprehensive
District Improvement Plan (CDIP). The CSIP/CDIP is displayed on the *Portfolio* overview page along with the due
date. Selecting the document name will display the specific components required for your school's submission.

Select the document
name to view the
document details
required for submission
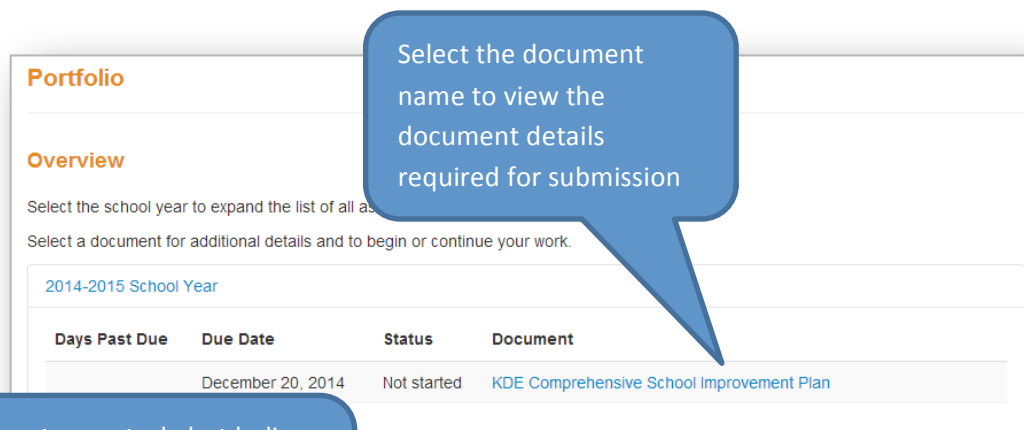
If you do not see a task, but believe
you should have one, please
contact
ginger.kinnard@education.ky.gov.

Viewing ASSIST Document Details

The document details page identifies the components that must be included for the CSIP/CDIP submission. AdvancED and Kentucky Department Education (KDE) have worked together to assign the appropriate CSIP/CDIP components for each school. If a component is in the **Additional** section, please refer to your training as to whether those components are required for your individual school.

> The **Components** column identifies what needs to be submitted. This column is blank when nothing has been attached.

KDE Comprehensive School Improvement Plan (Not started)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.

This document is due on **Dec 20, 2014**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Executive Summary	✎	
Goals and Plans		✎	
Diagnostic	KDE Needs Assessment	✎	
Diagnostic	The Missing Piece	✎	
Diagnostic	Improvement Plan Stakeholder Involvement	✎	

Additional

In some cases you must select at least one component from this list before the document should be submitted.

Section	Template	Components	Complete
Diagnostic	Compliance and Accountability - Elementary Schools	✎	
Diagnostic	Compliance and Accountability - Middle Schools	✎	
Diagnostic	Compliance and Accountability - High Schools	✎	
Diagnostic	Title I Schoolwide Diagnostic	✎	
Diagnostic	Title I Targeted Assistance Diagnostic	✎	
		✎	

> These diagnostics are in the **Additional** section because they only need to be completed if your school falls into these categories.

R

Review the list of diagnostics that need to be completed by your school, and select the pencil icon within the **Components** column to create or select a diagnostic.

KDE Comprehensive School Improvement Plan (Not started)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen.

This document is due on **Dec 20, 2014**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Executive Summary	✎	
Goals and Plans			
Diagnostic			
Diagnostic			
Diagnostic			

Additional

In some cases you must sele

Section	Templa		Complete
Diagnostic	Complia		
Diagnostic	Complia		
Diagnostic	Complia		
Diagnostic	Title I Schoolwide Diag	✎	
Diagnostic	Title I Targeted A	✎	
		✎	

Manage Document Components ✕

Diagnostic | Executive Summary

Check those components to be included in this document.

⊕ Create a New Executive Summary

☐ ACES 2013/2014
☐ 2013 - 2014 School Year

[Save Selection] [Cancel]

> If no components have been started, select **Create A New**. Any component with the check box marked will be added to your report.

> Selecting the name of the diagnostic will take you to the diagnostic page to begin work on the specific component.

When on the diagnostic page, select **Edit** to give the component a unique name, using a date to differentiate reports from year to year. Select **Update** when complete.

Executive Summary

« Back to Diagnostics

Executive Summary (Edit)

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Description of the School

0 of 1 items are answered *(optional items are not required to complete the section)*

Edit Information

Description

| Executive Summary |

Use this field to distinguish the diagnostics you create from one another

Cancel   **Update**

KDE Needs Assessment

« Back to Diagnostics

2013 - 2014 KDE Needs Assessment (Edit)

Use the links below to navigate the diagnostic and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Please Note: In some cases, all items may not be required.

The diagnostic you are attempting to access had already been completed and you cannot make changes to its contents. The diagnostic needs to be reopened before you can access it.

PDF   Copy

You also have the ability to copy previous diagnostics by locating the individual diagnostic and selecting **Copy**.

Copy Diagnostic

Current Status: Submitted

Enter a unique description to copy the selected Diagnostic. The entire Diagnostic and it's answers will be copied and the copied Diagnostic will be marked as *In Progress*. Please note: Any attachments for the Diagnostic will NOT be copied.

Description

Copy   Cancel

Give the copied diagnostic a unique description and select **Copy** to be taken to the diagnostic. From there, complete any necessary changes.

Completing a Diagnostic

All diagnostics in ASSIST have a similar format for ease of use. Regardless of which diagnostic your school is completing, the navigation and page layouts are almost identical.

Blue section headings are provided for each section within the diagnostic. Green progress bars provide a visual of section completeness.

Select the section heading to view and/or respond to the items within each section.

A table provides the required items within each section. Items without a check mark have not received a response, whereas those with a check mark have been completed. ASSIST does not check for accuracy of information, so it is important to review all responses prior to completion.

You can return to the **diagnostic *summary*** to view a different section or overall progress.

Select an item with the **Respond** link.

Each item in the diagnostic requires a response.

You may be required to select a rubric or Likert Scale response, enter a narrative text response or upload supporting documentation.

Once the item has a response, select **Next**.

ASSIST automatically takes you to the next item in the diagnostic.

At any time you can return to the *section summary* to view a different item or overall diagnostic progress.

Spell check is not provided in ASSIST, but some browsers (e.g., Firefox® and Safari®) highlight spelling and punctuation errors.

What action(s) will be taken to address achievement challenges?
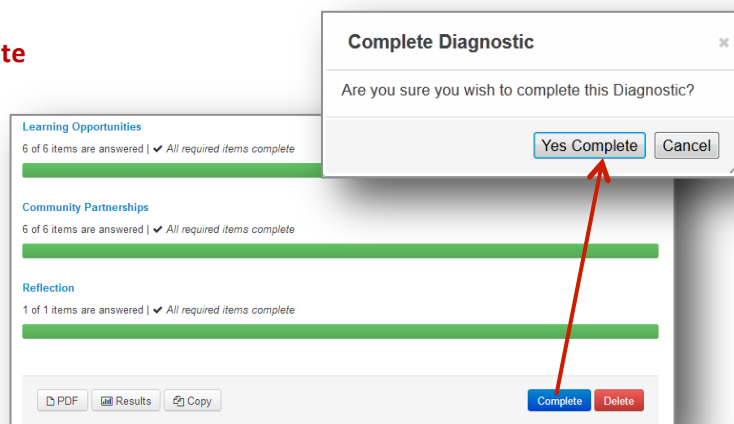
Enter your response

Sevceral actions will be taken to
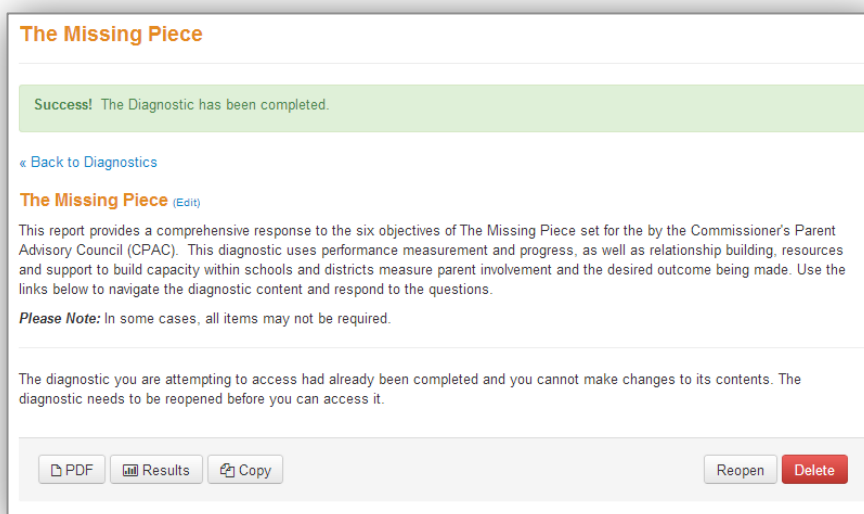
Complete all questions in the diagnostic and confirm completion by selecting **Yes Complete** in the pop-up window.

NOTE: The diagnostic is locked from editing and available to add to the CSIP/CDIP for submission after it is marked complete.

Complete Diagnostic

Are you sure you wish to complete this Diagnostic?

Yes Complete   Cancel

Learning Opportunities
6 of 6 items are answered | ✔ All required items complete

Community Partnerships
6 of 6 items are answered | ✔ All required items complete

Reflection
1 of 1 items are answered | ✔ All required items complete

PDF   Results   Copy   Complete   Delete

The Missing Piece

Success! The Diagnostic has been completed.

« Back to Diagnostics

The Missing Piece (Edit)

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Please Note: In some cases, all items may not be required.

The diagnostic you are attempting to access had already been completed and you cannot make changes to its contents. The diagnostic needs to be reopened before you can access it.

PDF   Results   Copy   Reopen   Delete

Select **Reopen** to make additional changes to the diagnostic prior to submission, if necessary.

> ### *Important*
> The navigation and steps are exactly the same regardless of which diagnostic you are completing. Repeat the process outlined above until you have started and completed each of the diagnostics listed in your School Improvement Plan.

Building Goals and Plans

KDE has established statewide goals through the Unbridled Learning Accountability System around GAP, Cohort Rate Graduation, K-PREP proficiency, College and Career Readiness and Next Generation Professionals (PGES). Every school and school system/district in the state will receive specific school-level targets related to these goals which will translate into institution level goals and measurable objectives. These targets were released with the accountability data and can be found in your school report card.

Additional guidance and resources on the creation of goals, objectives, strategies and activities can be found on the KDE website at: **http://education.ky.gov/school/csip/Pages/default.aspx**.

Completing and Submitting the CSIP/CDIP

Select the *Portfolio* tab at the top of the page, and open the School Improvement Plan.

Portfolio

Overview

Select the school year to expand the list of all associated documents for that period.
Select a document for additional details and to begin or continue your work.

2014-2015 School Year

Days Past Due	Due Date	Status	Document
	December 20, 2014	Not started	KDE Comprehensive School Improvement Plan

KDE Comprehensive School Improvement Plan (Not started)

Add each component to this report. When all necessary components are complete, select the
This document is due on **Dec 20, 2014**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Executive Summary		✎
Goals and Plans			
Diagnostic			
Diagnostic			
Diagnostic			

Manage Document Components ✕

Diagnostic | Executive Summary
Check those components to be included in this document.

⊕ Create a New Executive Summary

☐ ACES 2013/2014
☐ 2013 - 2014 School Year

[Save Selection] [Cancel]

Additional

In some cases you must sele

Section	Templa		Complete
Diagnostic	Complia		
Diagnostic	Complia		
Diagnostic	Complia		
Diagnostic	Title I Schoolwide Diagnostic		✎
Diagnostic	Title I Targeted Assistance Diagnostic		✎
Diagnostic	School Safety Diagnostic		✎

Select the pencil icon in the Components column. This opens a window that allows you to select the component to attach by checking the box and selecting **Save Selection.**

The component name now appears in the **Components** column. Select the name to view/edit the diagnostic results.

Once all of the completed components have been added to the CSIP, select **Submit** and select **Yes** in the pop-up window.

All complete components have check marks in the **Complete** column.

Note: You can view a PDF of the complete document at any time during the process by selecting the **PDF** button at the bottom of the page. The PDF will be shown as DRAFT until it is submitted.

Each time the CSIP is submitted, a copy of the document is archived. You always can open an archived document to view a previously submitted version.

KDE Comprehensive School Improvement Plan (In Progress)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen. This document is due on **Dec 20, 2014**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Executive Summary	Executive Summary	✔
Goals and Plans			
Diagnostic	KDE Needs Assessment		
Diagnostic	The Missing Piece		
Diagnostic	Improvement Plan Stakeholder Involvement		

Additional

In some cases you must select at least one component from this list before the document should be submitted.

Section	Template	Components
Diagnostic	Compliance and Accountability - Elementary	
	Compliance and Accountability - Middle Sc	
	Compliance and Accountability - High Sch	
	I Schoolwide Diagnostic	
	I Targeted Assistance Diagnostic	
	ol Safety Diagn	

KDE Comprehensive School Improvement Plan (In Progress)

Add each component to this report. When all necessary components are complete, select the Submit button at the bottom of the screen. This document is due on **Dec 20, 2014**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Executive Summary	Executive Summary	✔
Goals and Plans		Plan for Comprehensive School Improvement	✔
Diagnostic	KDE Needs Assessment		✔
Diagnostic	The Missing Piece		✔
Diagnostic	Improvement Plan Stakeholder Invo		✔

Additional

In some cases you must select at least one component fr

Section	Template	Components	Complete
Diagnostic	Compliance and Accountability - Elementary Schools	Compliance and Accountability - Elementary Schools	✔
Diagnostic	Compliance and Accountability - Middle Schools		
Diagnostic	Compliance and Accountability - High Schools		
Diagnostic	Title I Schoolwide Diagnostic		
Diagnostic	Title I Targeted Assistance Diagnostic		
Diagnostic	School Safety Diagnostic		

📄 PDF   ✎ Attachments   **Submit**

Are you sure?

This will permanently update your "KDE Comprehensive School Improvement Plan". Do you wish to proceed?

Yes   No

EVERY CHILD
PROFICIENT & PREPARED FOR SUCCESS
Kentucky Department of Education

Comprehensive School Improvement Plan

Test County Elementary School

Test County

Example Principal
123 Test Street
Test City, KY 12345

Document Generated On August 29, 2013

KDE Comprehensive School Improvement Plan (Submitted)

Add each component to this report. When all necessary components are complete, select the screen.

Success! The KDE Comprehensive School Improvement Plan has been successfully updated

This document is due on **Dec 20, 2014**

Required

All components in this section must be completed before the document can be submitted.

Section	Template	Components	Complete
Diagnostic	Executive Summary	Executive Summary	✔
Goals and Plans		Plan for Comprehensive School Improvement Plan	✔
Diagnostic	KDE Needs Assessment	2013 - 2014 KDE Needs Assessment	✔
Diagnostic	The Missing Piece	The Missing Piece	✔
Diagnostic	Improvement Plan Stakeholder Involvement	Improvement Plan Stakeholder Involvement	✔

Additional

In some cases you must select at least one component from this list before the document should be submitted.

Section	Template	Components	Complete
Diagnostic	Compliance and Accountability - Elementary Schools	Compliance and Accountability - Elementary Schools	✔
Diagnostic	Compliance and Accountability - Middle Schools		
Diagnostic	Compliance and Accountability - High Schools		
Diagnostic	Title I Schoolwide Diagnostic		
Diagnostic	Title I Targeted Assistance Diagnostic		
Diagnostic	School Safety Diagnostic		

📄 PDF   ✎ Attachments   📄 Log   **Reopen**

History
• July 18, 2014 1:16 PM

Exhibit A

Executive Summary for Schools

The Executive Summary (ES) provides the school an opportunity to describe, in narrative form, its vision as well as strengths and challenges within the context of continuous improvement. The responses should be brief, descriptive and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into ASSIST.

Description of the School
Describe the school's size, community/communities, location and changes it has experienced in the last three years. Include demographic information about the students, staff and community at large. What unique features and challenges are associated with the community/communities the school serves?

School's Purpose
Provide the school's purpose statement and ancillary content such as mission, vision, values and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Notable Achievements and Areas of Improvement
Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Additional Information
Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Exhibit B

Executive Summary for School Districts

The Executive Summary (ES) provides the school an opportunity to describe, in narrative form, its vision as well as strengths and challenges within the context of continuous improvement. The responses should be brief, descriptive and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into ASSIST.

Description of the School District
Describe the school system's size, community/communities, location and changes it has experienced in the last three years. Include demographic information about the students, staff and community at large. What unique features and challenges are associated with the community/communities the school system serves?

District's Purpose
Provide the school system's purpose statement and ancillary content such as mission, vision, values and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Notable Achievements and Areas of Improvement
Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Additional Information
Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Exhibit C

KDE Needs Assessment for Schools

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and plan for activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Areas of Strength

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

KDE Needs Assessment for School Districts

The purpose of the School System Needs Assessment is to use data and information to prioritize allocation of resources and plan for activities.

Data Analysis
What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Areas of Strength
What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Opportunities for Improvement
What were areas in need of improvement? What plans are you making to improve the areas of need?

Oversight and Monitoring
Describe your processes and interventions for monitoring continuous improvement.

Conclusion
Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Exhibit E

Improvement Plan Stakeholder Involvement Diagnostic

1. Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles and how meetings were scheduled to accommodate them.

2. Describe the representation from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

3. Explain how the final improvement plan was communicated to all stakeholders and the method and frequency in which stakeholders receive information on its progress.

Exhibit F

KDE Assurances for Districts Content

1. All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.
2. The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.
3. All teachers in our district, including those providing services to private school students, are highly qualified.
4. All paraeducators in our district, including those providing services to private school students, are highly qualified.
5. All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If not, list the schools below.
6. Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.
7. Our district has planned strategies to recruit and retain highly qualified teachers.
8. Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.
9. Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.
10. Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.
11. Our district ensures class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments and class size data reviews.
12. Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.
13. Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.
14. Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.
15. Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.
16. Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.
17. Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.
18. Our district ensures proper maintenance of records according to federal program guidelines.
19. Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.
20. Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.
21. Our district ensures that only eligible schools are served by Title I, Part A.
22. Our district ensures that low-income data for all schools is taken on the same day.
23. Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.

24. Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.
25. Our district ensures that set aside funds for neglected institutions in the district are expended on identified student needs.
26. Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.
27. Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.
28. Our district ensures that if it receives more than $500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.
29. Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.
30. Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.
31. Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.
32. Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.
33. Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.
34. Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.
35. For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.
36. Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.

Exhibit G

KDE Assurances for Schools Content

1. The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.
2. The school planned and developed Schoolwide research-based instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.
3. The school planned preschool transition strategies and the implementation process.
4. The school planned and developed schoolwide research-based instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.
5. The school planned strategies to recruit and retain highly qualified teachers.
6. The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.
7. The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.
8. The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.
9. The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.
10. The school planned or provided appropriate professional development activities for staff members who will be serving students.
11. The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.
12. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
13. The school planned and developed research based instructional strategies to support and assist identified students.
14. The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.
15. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.
16. The school planned activities to coordinate and integrate with other federal, state, and local programs.
17. The school planned activities that coordinate with and support the regular educational program.
18. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.
19. The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.
20. The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.

21. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.
22. The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.
23. The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.
24. The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.
25. The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)
26. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified
27. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.
28. The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.
29. The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.
30. The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.
31. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only
32. The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only
33. The school met its cap size requirements without using Title I funds.
34. The school met its cap size requirements without using Title II funds.

The Missing Piece Content

Stakeholders: What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Relationship Building: School staff builds productive, personal relationships with parents of all their students.

1. Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.

2. School staff implements systematic steps to welcome the parents of new and English as-a Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).

3. Parents and other stakeholders report that they are actively welcomed when they visit the school.

4. School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.

5. School staff involves parents in personal communication about their students' progress at least once a month.

6. School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.

7. All parents are asked for feedback on the school's efforts to welcome and engage parents, and the feedback is used to improve the school's efforts.

Communications: Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

1. School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites and online grade books).

2. School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and email contacts, offering parent conferences, making home visits or other methods).

3. School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies and student achievement results.

4. School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.

5. School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices and opportunities for student-led conferences).

6. At least 50 percent of parents respond to annual school and/or district stakeholder surveys.

7. Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.

Decision Making: School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

1. The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.

2. School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.

3. Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings and varied other methods.

4. The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.

5. School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.

6. Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council and other groups making decisions about school improvement.

7. School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.

Advocacy: For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

1. School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.

2. Most parents participate actively in student-led conferences or other two-way communication about meeting their child's individual learning needs.

3. Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).

4. School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.

5. School staff ensures that parents and community members are well informed about how to become educational advocates or how to access a trained educational advocate when needed.

6. As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.

Learning Opportunities: School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

1. Parents have multiple opportunities to learn about and discuss the following:

- Kentucky standards and expectations for all students
- The school's curriculum, instructional methods and student services
- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees
- Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process
- Community resources to support learning
- Opportunities to participate in state and district school improvement efforts, such as forums, committees and surveys

2. School staff makes systematic use of written communications (for example, newsletters, websites and bulletin boards) to help parents understand their own children's progress and the progress of the school.

3. School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.

4. School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.

5. School council has a classroom observation policy that welcomes families to visit all classrooms.

6. School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.

Community Partnerships: School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

1. School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.

2. School leadership develops partnerships with several businesses, organizations and agencies to support student learning and create mentors for students and parents.

3. School leadership collaborates with employers to support parent and volunteer participation in students' education.

4. School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.

5. Parents make active use of the school's resources and community resources, and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)

6. School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.

[Exhibit I](#)

Compliance and Accountability Content

Select any Strategy or Activity that addresses this question (required). You may also create an optional narrative to accompany your response.

Elementary Schools:

TELL Survey: The school has identified specific strategies to address areas for improvement identified in the TELL Kentucky Survey results.

K-Prep Combined Proficiency: The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Kindergarten Readiness Assessment: All children were screened for kindergarten readiness. *If yes, name the assessment.*

Kindergarten Readiness: The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

K-Prep 3rd Grade Proficiency: The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Achievement Gaps: The school identified specific strategies to address subgroup achievement gaps.

Program Reviews: The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Middle Schools:

TELL Survey: The school has identified specific strategies to address areas for improvement identified in the TELL Kentucky Survey results.

K-Prep Combined Proficiency: The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Achievement Gaps: The school identified specific strategies to address subgroup achievement gaps.

Program Reviews: The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

High Schools

TELL Survey: The school has identified specific strategies to address areas for improvement identified in the TELL Kentucky Survey results.

Achievement Gaps: The school identified specific strategies to address subgroup achievement gaps.

Freshman Graduation Rates: The school identified specific strategies to increase the average freshman graduation rate.

College and Career Readiness: The school identified specific strategies to increase the percentage of students who are college and career ready.

Program Reviews: The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

School Safety Diagnostic for Schools Content

1. Does each school have a written Emergency Management Plan (EMP)?

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?

3. Did the SBDM Council adopt the EMP?

4. Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?

5. Has the EMP been reviewed and revised as needed by the SBDM council, principal and first responders (annually)?

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?

7. Were local law enforcement and/or fire officials invited to review the EMP?

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

10. Have practices been developed for students to follow during an earthquake?

11. Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

12. Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations http://www.lrc.ky.gov/kar/815/010/060.htm), Lockdown, Severe Weather and Earthquake)

13. Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations http://www.lrc.ky.gov/kar/815/010/060.htm), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

Exhibit L

Superintendent Assurances

Assurances are intended to provide evidence that the Superintendent has shared and discussed in open board meetings the progress and performance in the areas of goals and targets for student achievement that have/have not been met as well as the operational requirements for the district and the operational needs for schools and support staff.

Delivery Targets

1. **Proficiency:** Increase the averaged combined reading and math K-Prep scores for elementary students.
2. **Proficiency:** Increase the averaged combined reading and math K-Prep scores for middle students.
3. **Proficiency:** Increase the averaged combined reading and math EOC scores for high schools.
4. **Graduation Rate:** Increase the cohort graduation rate.
5. **College and Career Readiness:** Increase the percentage of students who graduate college and career ready.
6. **Closing Achievement Gap:** Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group
7. **Next Generation Professionals for Teachers:** The district will:
8. **Next Generation Professionals for Principals:** The district will:
9. Delivery Targets and PGES implementation artifacts have been documented in The LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).

Resources/Support Systems

1. **Operational Budget:** Establishes a balanced operational budget for school programs and activities which include correct prior year audit findings and submits a balanced working budget and tentative budget that includes the required 2% contingency.
2. **Compliance**: Maintains compliance with legal, ethical and policy standards. External audit for 2014-2015 school year will indicate zero violations of ethics and policy standards.
3. **Direct Communication:** Effectively communicates the district's budget and resource allocation to the local board. Provide budget updates to the board at every regularly scheduled meeting.
4. Delivery artifacts have been incorporated into the Superintendent Assurances and documented in the artifacts in the areas of budget and resources of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).

Facilities/Support Systems

1. Teachers have sufficient access to appropriate instructional materials.
2. Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.
3. Teachers have access to reliable communication technology, including phones, faxes and email.
4. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.
5. Teachers have sufficient access to a broad range of professional support personnel.
6. The school environment is clean and well maintained.
7. The physical environment of classrooms in the school supports teaching and learning.
8. The reliability and speed of Internet connections in the school are sufficient to support instructional practices.
9. Delivery artifacts have been incorporated into the Superintendent Assurances and have been documented in the artifacts of LOCAL BOARD MINUTES (UPLOAD OF BOARD MINUTES TO SUPPORT ALL RESPONSES IS REQUIRED).